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ABSTRACT

This guide provides information for community colleges on the recruitment, retention, and job placement of women and men in occupations nontraditional for their sex, based on two programs offered at the College of Marin, machine metal work for women and secretarial/office work for men. Part I discusses barriers confronting men in secretarial/office programs and women in machine metal programs on the basis of a statewide survey of instructors in these fields and on interviews with 17 women machinists, 16 male secretaries/typists, employers/supervisors, and program dropouts. Part II examines strategies used by community colleges to encourage men and women to consider nontraditional programs and provides advice on the use of role models, self-assessment, employment information, job experience, and publicity. In Part III, strategies are presented for student retention through classroom techniques and campus support services. Part IV provides guidelines on job placement, including information on job-hunting techniques and on-the-job strategies. Part V gives information on special considerations in developing nontraditional programs, such as the shared characteristics of male and female participants, and provides criteria for assessing the success of nontraditional programs. Exhibits include examples of model flyers, programs, and activities. An appendix provides the instrument used in the instructor survey. (Author/HB)

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WORK ♂PTI♀NS

A guide for community colleges regarding the recruitment, retention and job placement of men and women in occupations not traditional for their sex.

Based on an examination of the occupations of secretary/office clerk for men and machinist for women.

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By
Kathryn Kawai Campbell
Judy Hansen Chapman

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INTRODUCTION

"I love to cut metal; it's fun and a challenge." (A)

"I'm excited about my work." (B)

"I have a sense of pride in what I produce and in my ability." (A)

"I have marketable skills; I know I can always find a job anywhere." (B)[1]

These words are unusual in two ways: 1.) The speakers reflect enthusiasm and satisfaction in their chosen work, and 2.) they are also the words of workers who are employed in occupations which are **not** traditional to their sex (A — Female machinists and B — Male secretaries).

Community colleges[2] have long recognized the value of career planning which includes the identification and assessment of an individual's skills, interests, values, and needs, the provision of current career training and labor market information, and instruction in job search techniques. Nontraditional program areas provide additional work options for men and women which result in more career opportunities for everyone.

The purpose of this guide is to discuss ways in which community colleges can inform and encourage men and women to consider nontraditional career opportunities and to provide some suggestions about the retention and placement of nontraditional students. Nontraditional work is not for everyone; however, everyone should have the opportunity to make informed career choices. The responsibility to raise the awareness of and to provide information about nontraditional occupations is shared at the community college by administrators, faculty, counselors, and students.

This guide is one component of a VEA, Subpart III project at College of Marin which addresses the recruitment and retention of students in vocational programs not traditional to their sex. Community colleges continue to have heavily imbalanced (i.e., less than 20% of one sex) enrollment in vocational education training programs. For this project, two specific programs were selected for investigation: secretarial/office for men and machine metals for women. These programs were chosen because they:

- are stereotypically identified with one sex.
- have imbalanced enrollment at most community colleges.
- have favorable long-range labor market projections.

1. Quotations and anecdotal material in this guide have been modified as necessary to protect the anonymity and confidentiality of the project participants.

2. Throughout this guide, references to "community colleges" signify those in the state of California.

All the project activities were targeted for the two programs (machine metals for women and secretarial/office for men). The project components which relate to this guide include the following:

- A statewide survey to gather information from instructors regarding barriers to equal access at the college level for the two vocational programs.
- Structured interviews with male secretaries/office workers, female machinists, employers, and drop-outs from nontraditional programs to gather additional information regarding barriers.
- Locating and/or describing model programs and approaches used at community colleges.
- Developing and implementing recruitment activities.
- Identifying and providing support services.
- Strengthening a job placement system for nontraditional workers.

Most of the suggestions and practices discussed in this guide are applicable to other vocational programs. Very few of the suggestions appear to be idiosyncratic to the two specific occupations.This guide addresses nontraditional work for **both** men and women.

This guide is organized in the following manner:

PART ONE: **BARRIERS** — a discussion of barriers confronting men in secretarial/office programs and women in machine metals programs based on the survey and structured interviews.

PART TWO: **RECRUITMENT**

PART THREE: **RETENTION**

PART FOUR: **JOB PLACEMENT**

} suggested activities and procedures

PART FIVE: **SPECIAL CONSIDERATIONS** — shared characteristics of male and female nontraditional workers and observations regarding men in secretarial/office work based on the structured interviews.

EXHIBITS: examples of model flyers, programs, activities successfully used by community colleges.

APPENDIX: copy of survey form.

PART ONE:

BARRIERS

SOME PERSONAL OBSERVATIONS ABOUT BARRIERS . . .

"Secretarial work does not fit the traditional image of the male worker. It is opposed to the male image of many cultures" (Instructor)

"I felt out of place as a male — I'm more mellow now because of my age (42)." (Secretary)

"Men feel their manhood would be threatened by doing 'women's work'. The work is considered by the culture to be subservient. Men see themselves in more 'aggressive' roles." (Instructor)

"When salaries and recognition levels reach the levels of the competence required to do the job properly, both intelligent men and women will consider clerical work." (Instructor)

"I had some experience with tools and machining as a young girl, but still did not have the familiarity and confidence that make learning easy." (Machinist)

"Lack of prerequisite math skills and basic technical knowledge still remains as the biggest anxiety for women." (Instructor)

"Major barrier is the image of the machine shop:
1. **large equipment**
2. **dirty**
3. **women can't picture themselves in the shop."** (Instructor)

"Just being raised female guaranteed me a background that was less adequate than that of my fellow (male) students. The difficulties learning certain skills were mostly due to that lack of background and lack of confidence — but I think these are not so difficult to overcome." (Machinist)

A clear understanding of the barriers which confront men and women regarding nontraditional occupations is important for effective program planning. In order to gain an understanding of the barriers related to the specific occupations, machining and secretarial/office, a statewide survey was conducted. The primary group surveyed was community college instructors who taught first year courses in these two areas. This group was chosen because there is little information available which taps the knowledge and experience of instructors regarding barriers to entering nontraditional programs. The instructors were asked to respond to specific items and indicate what they perceived to be barriers to the recruitment, retention, and job placement of nontraditional students. (See survey, Appendix.)

The survey response rate for secretarial/office programs was 93% (N=95); for the machining programs, 100% (N=44). Of the responding instructors for secretarial/office programs, 82% were female, and 18% were male; for machine metals, 100% of the respondents were male. All the instructors had at least one nontraditional student in their teaching experience. The majority of the instructors (90%) indicated there was less than ten percent nontraditional students enrolled in their current classes, fall 1981.

To provide additional information regarding barriers which exist for these two occupations, interviews were conducted with: women machinists (17), male secretaries/clerk typists (16), employers/supervisors (30), and drop-outs (10). The interviews were structured to include the same items to which instructors responded in the survey. The structured interviews of supervisors/employers and employees were conducted at twenty-two companies which included: large corporations, small machine shops, various industries, the public and private sector. The geographical area represented by these companies included six counties in the San Francisco Bay Area. Additional information was obtained through telephone interviews with instructors and/or administrators at thirty California community colleges. The overall results of the survey and interviews are summarized in this section.

BARRIERS TO RECRUITMENT

Secretarial/Office Progams for Men

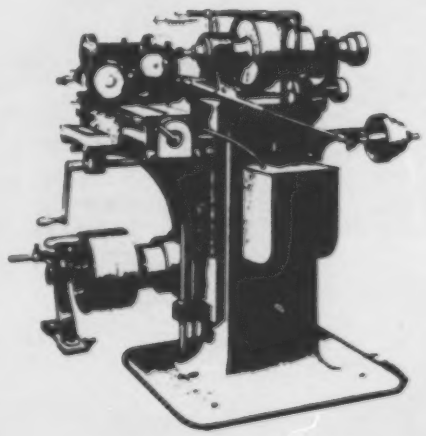
Men do not enroll in secretarial/office programs because they:

- BELIEVE WOMEN ARE BETTER SUITED FOR THIS WORK.
- FEAR THEY COULD NOT SUPPORT SELVES AND/OR FAMILY ON PREVAILING WAGES.
- HAVE NEVER KNOWN A MAN WITH THIS JOB.
- FEAR NEGATIVE REACTION BY OTHER STUDENTS.
- LACK INFORMATION ABOUT THEIR OWN SKILLS AND INTERESTS
- LACK INFORMATION ABOUT JOB OPPORTUNITIES.

Machine Metals Programs For Women

Women do not enroll in machine metals/machine shop programs because they:

- LACK EXPERIENCE WITH MACHINERY AND TOOLS.
- LACK INFORMATION ABOUT THEIR OWN SKILLS AND INTERESTS.
- BELIEVE THAT COMPETING ON THE JOB WOULD BE DIFFICULT.
- LACK CONFIDENCE IN THEIR ABILITY TO LEARN SKILLS.
- HAVE NEVER KNOWN A WOMAN WITH THIS JOB.
- LACK TECHNICAL BACKGROUND.
- LACK INFORMATION ABOUT JOB OPPORTUNITIES.



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These factors were perceived to be barriers to recruitment by 60% or more of each group — the instructors, employees, and supervisors/employers. The barriers are listed in descending order of agreement.

It may be important to note two barriers which received divided responses. For machine metals: the factor that women believe men are better suited for this job was agreed to by 83% of the women machinists and supervisors/employers but by only 48% of the instructors; (29% of the instructors said they did not know if this was a factor). For secretarial/office: the factor that men have been discouraged from selecting this career by family was agreed to by 73% of the male secretaries and supervisors/employers and by only 53% of the instructors.

BARRIERS TO RETENTION

Secretarial/Office Programs For Men

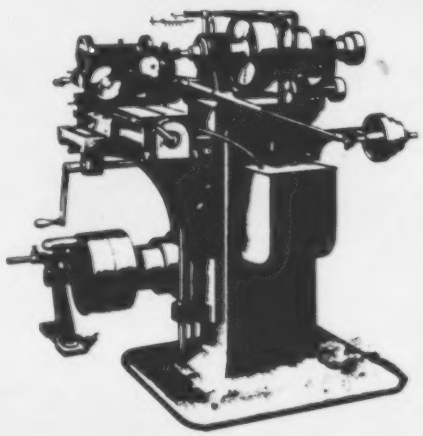
Men decide to withdraw because they:

- **MAY HAVE FELT OUT OF PLACE.**
- **HAD NO CONTACT WITH MEN WHO COMPLETED THE PROGRAM.**
- **HAD NO CONTACT WITH MEN WHO WORKED IN THE FIELD.**

Machine Metals Programs For Women

Women decide to withdraw because they:

- **MAY HAVE FELT OUT OF PLACE.**
- **LACKED SELF CONFIDENCE.**
- **HAD NO CONTACT WITH WOMEN WHO COMPLETED THE PROGRAM.**
- **HAD NO CONTACT WITH WOMEN WHO WORKED IN THE FIELD.**



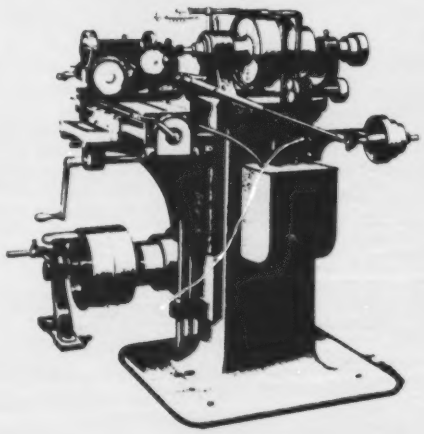
These barriers were perceived to be factors in the retention of students by 55% or more of the instructors surveyed. They are listed in descending order of agreement.

Both instructors and employees commented that barriers to retention were difficult to assess because of the limited number of men and women who have enrolled in these programs.

BARRIERS TO JOB PLACEMENT

57% OF THE WOMEN MACHINISTS STATED THEY FACED DIFFICULTY FINDING EMPLOYMENT IN THE FIELD.

60% OF THE WOMEN MACHINISTS PERCEIVED EMPLOYERS TO BE RELUCTANT TO HIRE WOMEN.



The survey and interviews indicated that the majority of the instructors and supervisors/employers in both areas and the male secretaries did not perceive barriers to job placement. Women machinists, however, did indicate that they experienced difficulties in obtaining employment.

There was general agreement among all three groups that the nontraditional job seekers should be highly skilled in job hunting/interviewing techniques in order to be hired. In addition, there were numerous comments regarding issues which arise on the job after placement. Both of these will be discussed in Part Four, Job Placement.

PART TWO:

RECRUITMENT

"The career center and its counselors are doing a great job in encouraging nontraditional enrollments. Faculty have had workshops, job fairs have been prepared, outside employers have talked with students." (Business Instructor)

"I think an effort should be made to expose the metals field to everyone. There is a great need for good, well trained young people. If all facets of metal work were known, there would be more interest generated." (Machining Instructor)

"Having men who are employed in clerical fields come to campus and talk to other men students has been the greatest success on our campus. We held workshops for men only and found that the number of men enrolled increased afterwards." (Business Instructor)

"Women need to be counseled beginning in Junior High and High School to the realities of life. They will need to work. Many will end up working in factories at low skilled, low paying jobs. They can get trained to be a machinist and get good pay." (Machining Instructor)

Many recruitment strategies have been used by community colleges to encourage men and women to consider nontraditional vocational programs. Before beginning specific recruitment activities, some preliminary planning is advisable. The following factors might be considered in order to determine an appropriate nontraditional recruitment plan:

1. What vocational programs have imbalanced enrollment (by sex)? Is there a favorable labor market for these occupations? Who are the prospective employers? Which specific programs should be selected for recruitment activities?

2. When can students enroll in the selected programs? Once a year? Once a semester? Open entry/open exit? Are classes available in the day, evening, late afternoon? Are there prerequisite courses?

3. Who will be the target population of recruitment activities? For example, currently enrolled students who are undeclared majors? High school students? Displaced homemakers? Veterans? Ethnic minorities? Company employees wishing to upgrade their skills? Men, women or both?

4. Who will coordinate the recruitment efforts? Will a program or service be identified as specifically devoted to nontraditional interests? What funds are available for recruitment activities and expenses?

5. Does the recruitment plan have long range or short range goals? Or both? Is the purpose to increase the awareness of students, the community, high school students, or other populations regarding nontraditional career opportunities, or is it to increase nontraditional enrollment in specific vocational programs?

Answering these questions will help to clearly define the intent of the recruitment plan and suggest ways to evaluate its effectiveness.

"I believe the same types of efforts that have gone into opening nontraditional fields to women need to be made to bring men into this field. The solutions probably would not be the same as in the women's case, but the same commitment of time and funds must be forthcoming before movement will take place." (Business Instructor)

"I have tried to recruit high school girls for several years and have not succeeded. They are not interested in machine shop. They are very much inclined toward the more feminine traditional jobs. Most think that they will only work a few years before their knight in shining armor will come to their rescue." (Machining Instructor)

The perceived barriers to recruitment discussed in Part One suggest that some recruitment approaches may be more effective for men; others, for women. Sociological barriers resulting from sex-role stereotyping, sex bias, and lack of social acceptance (such as believing one sex better suited for an occupation and fearing negative reactions of other students) were cited more frequently in relation to men than to women. Experiential barriers, also resulting from sex-role stereotyping (such as lack of experience with machining tools and lack of technical background), were cited more often for women. There are, however, five recruitment strategies that have consistently proved to be successful in this project and at other community colleges in making some inroads to reduce the barriers for both men and women.

RECRUITMENT STRATEGIES TO COMBAT BARRIERS

Role Models
✡
Self Assessment
✡
Employment Information
✡
Hands-On Experiences
✡
Active Publicity

Lack information about their own skills & interests.

Believe women are better suited for this work.

Lack of technical background.

Fear they could not support selves and/or families on prevailing wages.

Lack experience with machinery and tools.

Lack information about opportunities.

Lack confidence in their ability to learn skills.

Fear negative reaction by other students.

Believe that competing on the job would be difficult.

Have never known a woman/man with this job.

ROLE MODELS

Role models can be effectively used to reduce the major barriers of believing one sex is better suited for a particular occupation, having never known a man/woman with the position, believing that competing on the job would be difficult, and lacking information about job opportunities. The value of role models cannot be overstated; they are the true *bridges* to nontraditional occupations. They make nontraditional work a reality. After the workshop *Women: Consider Machining Careers,* participants wrote:

"I learned how women could work as machinists."

"I especially enjoyed and learned a lot from Jane Doe — since I, too, am a woman."

After a similar workshop regarding men in office careers, participants wrote:

"The speakers caused me to re-examine my attitude towards clerical work."

"These men know their work and enjoy it. They presented that in their talks."

Role models can be used in a variety of recruitment methods:

- Speaking at recruitment workshops on specific careers.
- Developing a directory of nontraditional workers who are willing to speak with individuals about their fields.
- Hiring nontraditional instructors/lab assistants/staff members on campus.
- Providing nontraditional students and/or workers as speakers to feeder high schools, community groups, etc.
- Selecting nontraditional students as guides for campus tours of vocational education areas for junior high and high school students and interested community members.

SELF-ASSESSMENT

Counseling and career/life planning classes can help men and women to determine if nontraditional work is appropriate for them. Values clarification, goal setting, decision-making, interest and skills assessment are essential parts of the career planning process and can reduce the barriers of lacking information about one's skills and interests; lacking confidence in one's ability to learn the required skills; and fearing negative reactions by other students. The issue of money as a barrier to men entering secretarial/office work is partially one of values: (How important is money to me? How much money do I want and need to make?); and one of information: (Which employers pay more? To what higher paying position can I advance?)

Self-assessment is a significant aspect of these recruitment activities:

- Providing and publicizing career counseling services and classes which are available day and evening hours.
- Conducting inservice training of counselors regarding the issues involved in nontraditional career choice and providing information regarding the demands, working conditions, etc., of nontraditional programs and employment.

- Including the topic of sex-role stereotyping and its occupational implications in the curriculum of related academic courses, such as psychology, sociology, behavioral science.
- Infusing career-related group self assessment activities, e.g., values clarification, decision-making exercises, in academic and vocational classes. Arranging for career counselors to make these presentations in the classroom.
- Organizing reference material (e.g., books, research reports, bibliographies) regarding the special needs and characteristics of nontraditional students and workers for staff use.
- Designating counselor(s) to specifically work with persons considering or enrolled in nontraditional programs.
- Providing workshops on selected topics to assist students in their career planning.
- Targeting specific counseling services, workshops and/or classes for undeclared majors and present nontraditional career options.

As examples, flyers describing counseling courses and services specifically for nontraditional occupations are included in the Exhibits Section.

EMPLOYMENT INFORMATION

Accurate, up-to-date, employment information and labor market projections are essential for anyone making a career choice, especially a nontraditional career choice. The barrier of lacking information about job opportunities can be directly addressed by numerous recruitment activities:

- Providing tours of work sites for persons considering nontraditional programs.
- Organizing and distributing significant and current labor market information to instructors and counselors.
- Conducting workshops in which employers discuss opportunities for nontraditional workers in various industries.
- Publicizing the successful job placement of nontraditional graduates.
- Conducting "Career Days", "Job Information Days" for students, high schools, and the community at large.
- Surveying local labor market to determine specific training and/or program needs. Providing this information to instructors, counselors, and students.
- Developing an employer resource file for nontraditional students who are seeking part-time or full-time employment.
- Selecting and maintaining readily accessible information regarding nontraditional occupations, skill requirements, salaries, etc., in a career center or wherever appropriate.

See sample of a Job Information Day in the Exhibits Section.

"HANDS-ON" EXPERIENCE

This strategy is aimed at the barriers mentioned which described particularly women as lacking experience with machinery and tools and lacking technical background. Several community colleges are conducting workshops, survey classes, and introductory courses which provide students with the opportunity to learn about a particular occupation and to experience directly some aspects of the job — e.g., operating machinery, use of tools, measuring, etc. Many instructors described this as an effective recruitment approach. One workshop participant wrote:

"We (women) need all the information and hands-on experience we can get!"

Another workshop participant (male) commented:

"Just sitting in front of the word processing machine and learning what it can do, excited and intrigued me. I want to learn more!"

Several brochures describing some of the classes and workshops which provide "hands-on" experiences are included in the Exhibits Section.

USE A VARIETY OF PUBLICITY APPROACHES!

ACTIVE PUBLICITY

All of the recruitment activities require extensive publicity. Publicity can be aimed at the community and/or the campus in general to promote an overall awareness and acceptance of nontraditional occupations or at specific target groups to encourage and recruit prospective students.

A variety of media (newspaper, radio, TV, brochures, flyers, community displays, campus publications) is preferable. Every method used in this project produced results; no one method singularly outweighed the others in effectiveness. Having the services of a publicist specifically working on publicizing nontraditional career activities was most successful for this project and resulted in extensive media coverage. Refer to two newspaper articles in the Exhibits Section.

Regular college publications can be used for recruitment purposes, such as having photos of nontraditional students in the catalog or schedule of classes.

Publicity recruitment activities may include:

- Arranging articles featuring nontraditional students, workshop speakers/role models, graduates, etc.,for local newspapers.
- Developing brochures, flyers, posters for campus and community use.
- Preparing some eyecatching, attractive displays regarding nontraditional careers which are portable and can be used at campus events and at various community locations.
- Planning the distribution of publicity items as appropriate for the proposed target populations, e.g., post flyers in supermarkets, laundromats, EDD offices, on campus.
- Preparing public service announcements for radio and TV.
- Developing an extensive mailing list of agencies, organizations, public buildings, and individuals for distribution of workshop flyers, notices, etc.
- Utilizing campus newsletters and newspapers to feature various aspects of nontraditional occupations.
- Providing enthusiastic nontraditional role models as speakers for local TV and radio programs.

OTHER STRATEGIES

Carefully planned recruitment workshops focused on specific vocational programs combine many of the strategies already discussed. One of the unanticipated outcomes of these workshops was that instructors expressed an increased enthusiasm for nontraditional employees after meeting and hearing the role model/speakers. Sending all workshop participants a follow-up letter from a counselor encouraging them to continue to explore nontraditional careers and to use the college's services was also found to be effective.

Samples of workshop flyers and follow-up letters are included in the Exhibits Section.

Numerous other recruitment activities were suggested in the survey and in the interviews. Some of the most frequently mentioned for recruiting men into secretarial/office programs were:

- Link typing skill with the use of keyboard in data processing, business management, word processing, etc.
- Designate typing as a requirement for other courses of study.
- Change the vocational program title to Office Administration, Office Occupations, Business Skills, etc. The terms *clerical* and *secretarial* were described as *subservient, demeaning,* and *feminine* by many instructors and interviewees.
- Use the term *keyboarding* rather than typing — it is considered to be a more neutral term.
- Be aware that men enroll in typing for non-employment related reasons. During class, instructors can discuss the employment possibilities for men.
- Describe the successful use of secretarial/office positions by both men and women to *get into* companies, to advance into management, *to move up the ladder,* etc.

- Present employment opportunities in word processing. This field is considered to be more attractive to men, because it is new and connected with computers. Also, it doesn't have the sex-linked history of other office occupations.

Some of the most frequently mentioned additional activities to recruit women into machining programs include:

- Encourage present male machining students to interest their sisters, spouses, girlfriends, etc., in machining, to talk with them about the field and bring them to the training site. Many of the women machinists interviewed initially heard about the field through boyfriends, relatives, etc.
- Conduct math anxiety workshops regularly.
- Note the similarity of numerically controlled machines with the typewriter keyboard to prospective women students.
- Designate a survey class in machining as a requirement for other courses of study.
- Schedule late afternoon and evening classes to meet the needs of employed women wishing to develop or upgrade their skills.
- Expose junior and senior high school female students to the field of machining through role models, tours, movies, etc.

PART THREE:

RETENTION

SURVEY QUESTION: When have you noticed the largest number of **withdrawals** by men/women from secretarial/machine metals classes?

Responses from instructors of secretarial/office programs regarding male students:		**Responses from instructors of machine metals programs regarding women students:**	
Register/don't show	**24%**	**Register/don't show**	**21%**
1 - 3 weeks	**42%**	**1 - 3 weeks**	**33%**
4 + week	**18%**	**4 + week**	**17%**
Don't know	**29%**	**Don't know**	**29%**

Retention is a concern. Once a student has enrolled in a nontraditional program, what can the community college do to help him/her succeed and complete the course? This part of the guide addresses this question and provides activities and suggestions for the classroom and campus support services.

CLASSROOM

The fact that men and women may have felt out of place in nontraditional classes was perceived by those surveyed and/or interviewed in this project as the major barrier to retention.

- The instructors can *set the tone* of the class to encourage all students and to acknowledge the value of nontraditional students. A typing instructor recommended, **"Praise the men in the class and make them feel a part of the class. Announce the first day the value of having men in classes. Set the class environment."** An instructor can demonstrate concern and interest for individual students by contacting them by phone or mail if classes are missed.

- Instructors may not be aware of their own biases. In the survey and telephone interviews, there were some comments by instructors in which they questioned women's place in a machine shop. Similarly some secretarial/office instructors expressed the belief that clerical work was not suitable for men. Often instructors are accustomed to referring to students of one sex and are unaware of the negative effects of their choice of words. One male nontraditional student said, **"It still bothers me that the teacher refers to the class as ladies."** Inservice training may help instructors to be aware of the existence and repercussions of their own biases.

- Eliminate and /or note any sex stereotyping in language, pictures, etc., used in the classroom. Often instructional materials and texts may refer to and/or depict the majority sex. One instructor interviewed makes it a habit to point out sex stereotyping in advertising to representatives of companies selling equipment, texts, and films. Another instructor made the comment, **"Check the latest advertising of company X. The males are dictating and the females are operating the equipment."**

- Equally important in the retention of students are efforts to make the classroom/laboratory environment free of sex-linked materials such as signs, pictures, and displays which may evoke masculine/feminine atmosphere. Also facilities such as work space, restrooms, lockers should be equitable for male and female students.

- The use of role models can be an effective retention strategy. Role models can be instructors, laboratory assistants, guest speakers, former students.

- Many students enter a nontraditional training program with limited or no knowledge of the employment opportunities, salaries, and working conditions/demands of the occupation. This lack of information about employment factors can result in students withdrawing from the program. Thus, employment and labor market information are invaluable classroom topics. Field trips and tours of employment sites may serve the same purpose and also allow students to observe the actual work environment.

RETENTION
Eliminate
Red Tape!

CAMPUS SUPPORT SERVICES

Various offices and departments on the campus offer *support services* which can aid in the retention of nontraditional students.

- Many nontraditional students are concerned about their financial situation and require assistance in order to attend school. Consequently, information regarding financial aid resources on campus and in the community should be readily available. Staff can provide assistance to nontraditional students in the actual application process.

- An area of concern to many nontraditional students who are parents is childcare. Information on campus and community childcare resources may be made available through a brochure which could be distributed in classes and other areas and through referrals by service centers such as Women's Centers and Counseling.

- There are a number of difficult situations confronting nontraditional students.

> **"During training I needed more contact with other women. Usually I was the only woman in the class. It's hard to learn if you don't know what questions to ask."** (A Machinist)
>
> **"Those who have dropped from the program did so because of peer pressures, family pressures, and poor self image that could not be reversed in such a short time."** (Machining Instructor)
>
> **"Could develop a negative self image if you feel your position is demeaning."** (Male Clerk/Typist)
>
> **"Harassment by male students is the number one reason for withdrawing."** (Machining Instructor)

Individuals often do not have the ability to deal with issues such as being the only nontraditional student, being highly visible and being the object of harassment as well as trying to succeed as a student. Counseling support can be very helpful to the nontraditional student and can be made available in a number of ways:

- Establish a support network among nontraditional women/men on campus.

- Identify nontraditional students early and send a letter prior to the first day of class to apprise them of counseling services. (See sample letter in Exhibits Section).

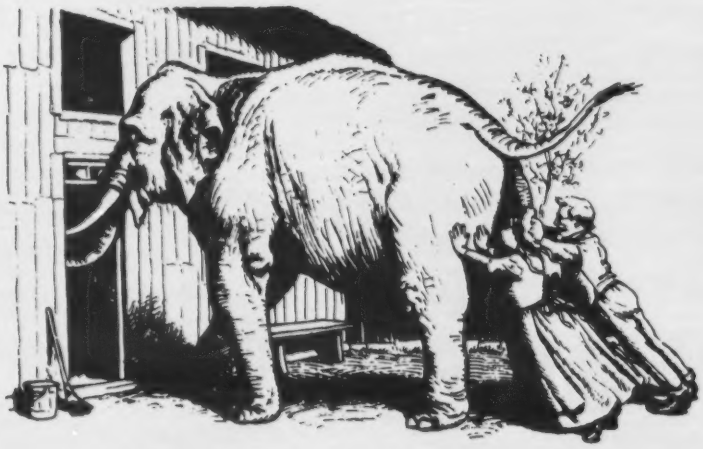
- Develop classes and workshops which focus on specific topics related to the nontraditional student such as sexual harassment, assertiveness training, and problem-solving techniques.

- Counselors may visit classes to talk informally with students. This method was successfully used in this project to reach many of the evening students in the secretarial/office and welding classes.

- Many women in nontraditional programs need to build strength and stamina; thus, the provision of physical fitness and/or weight training classes may be an excellent support program.

- Another retention strategy is the provision of tutoring for the nontraditional student who may be at a disadvantage because of a lack of preparation for the subject matter. **"There was more work and study skills needed in the courses (specifically shorthand) than originally thought."** (Male Secretary)

- Establish a policy which advises students to see a counselor before withdrawing from class. Thus, a counselor could provide assistance to a nontraditional student before he or she terminates.



PART FOUR:

JOB PLACEMENT

The process of finding a job and getting hired is difficult for almost everyone. The person seeking nontraditional employment may confront additional problems due to his/her high visibility.

"Men do not like male secretaries."
"Screening is more severe for men."
(Supervisors of male secretaries)

"You will face discrimination — you must have self-confidence or you will be destroyed."
(Advice to women machinists from a female machining supervisor)

Despite these negative comments, there are a number of ways in which a community college may provide job placement help and information to students seeking nontraditional employment. As a result of this project,three areas were identified which appear to constitute "successful" job placement and employment. First,the student must learn basic job hunting techniques (e.g.,resume writing and interviewing). Second, the student should be aware of any job hunting techniques specifically related to the occupational area. Finally, there are a number of strategies which individuals may follow once they have been employed.

BASIC JOB HUNTING TECHNIQUES

When asked what advice they would give to a man or woman seeking a job in a nontraditional area, the supervisors/employers who participated in this project most often gave replies which related to basic job hunting techniques:

"Show a career interest in the field — have a definite idea of what you want to do — not 'just a job'."

"Believe in yourself. Show more confidence. Don't be hesitant — say I want the job."

"Look into the type of company you want to work for."

"Be professional when interviewed."

In other words, the rudimentary skills of researching the labor market and learning about specific employers, filling out a job application, writing a cover letter and resume, and interviewing usually associated with general job hunting are also important to the nontraditional job seeker.

There are several ways in which the community college can provide information on basic job hunting techniques:

- Develop a credit course; this may also be required for graduation.
- Include a unit on job hunting in the curriculum of the vocational program.
- Provide workshops.

- Bring employers/personnel specialists into the classroom to speak with students.
- Apprise students of college resources available for individual assistance in job seeking such as the Job Placement Office and Career Counseling.
- Provide printed materials such as employment manuals or handbooks which pertain to job hunting.

Especially effective in helping students to know where to look for employment and how to obtain information about specific employers are to:

- Orient students to the use of the career resource library.
- Develop an employer resource file with company brochures, annual reports, job descriptions, job applications, etc.
- Provide classes or workshops regarding informational interviewing, so that students may learn how to conduct their own research.

SPECIFIC STRATEGIES RELATED TO JOB PLACEMENT IN NONTRADITIONAL OCCUPATIONS

Many of the comments made by the project participants revealed and reinforced the need for specific job placement strategies to assist the nontraditional job seeker.

Job Development:

- Identify employers who have demonstrated their interest and commitment by hiring nontraditional employees and work with them.
- Assemble an Advisory Committee of employers to promote and assist in job placement activities.
- Develop a year-long plan to work with employers by involving them as a resource for role models, tours, informational interviews, sample application forms, etc. As a result of developing this on-going relationship, the college is a known factor when approaching the employer for a job for a specific individual.
- Work with large companies. This approach is especially true of machining. Large companies are often more willing to hire and train inexperienced, entry-level employees.

Job Placement Services for Students:

- Designate an area, bulletin board, or display where current job openings, apprenticeships and testing dates are posted.
- Provide workshops/classes and/or tutoring to prepare students for pre-employment testing.
- Plan for the human behavior needs of students by helping them to anticipate and to cope with specific job hunting problems a nontraditional job seeker may face. For example, individuals may want to list potential problem questions which may arise in the interview and develop solutions or responses in advance.
- Provide information about the functions of unions and the various procedures to apply for apprenticeships.
- Encourage students to develop their own networks by contacting other men/women who work in the field.

- Follow up on individual placements. Research has indicated the value of follow-up activities as a means of supporting students and of evaluating placement techniques. Also, follow-up contacts are a means of maintaining positive employer relationships.
- Provide resource information on agencies which provide services to nontraditional women/men.
- Provide part-time job opportunities and encourage students to obtain work experience while enrolled in a vocational program.

ON-THE-JOB STRATEGIES

A major recruitment barrier to enrolling in machine metals was the fear that competing on the job would be difficult. Indeed, obtaining an actual job does not terminate the difficulties the nontraditional worker may encounter. Male secretaries, female machinists, and supervisors/employers provided firsthand information for survival and success on the job. Although many of the comments can be applied to the traditional employee, they are especially significant for the person who may be the only male or female in a particular job category.

The major on-the-job issues reflected in the comments/advice were related to personal behavior and with dealing with harassment.

"Keep work and personal life separate — don't discuss personal problems at work and don't bring problems to work with you." (Male Secretary)

"Some women anticipate problems, they feel they are going to be discriminated against. Be business-like and professional." (Female Machinist)

"Part of the game is to look the part. I have to dress appropriately and give the impression of being in control, competent, and never get alarmed." (Male Secretary)

"Get a good background in math; be physically strong; develop your sense of humor, so that you can handle sexist comments that will probably come your way on the job." (Female Machinist)

"Even-temperedness isn't necessary, but it helps!" (Female Machinist)

Other comments concern one's relationship with the boss and the issue of advancement.

"Don't be scared — ask questions — be honest with your boss — develop good communication with the boss." (Female Machinist)

"Be a secretary to the top person. It's less frustrating and you have more power." (Male Secretary)

"Have a goal in mind. It's easy to be trapped into a job and stay because of money and security. I've seen it with me." (Male Secretary)

"I feel this: I resent women who enter the trade for money only and don't put out much effort." (Female Machinist)

"I'll never be 'one of the guys'. It's a disadvantage and can affect my advancement." (Female Machinist)

Recognizing the concerns and problems of the nontraditional worker on the job, community colleges can provide counseling support and information to students preparing for employment. By bringing in role models and providing opportunities for students to speak with those successfully employed, students will have a better understanding of successful on-the-job behavior. This type of information also has a positive effect on the recruitment and retention of students who may fear that once trained, they will not be able to succeed in the work environment.

PART FIVE:

SPECIAL CONSIDERATIONS

This VEA project provided the opportunity to meet nontraditional workers and their employers face-to-face in their work environment and to share concerns and observations about nontraditional work. In this section, we wish to share some of these observations. Recognizing these limitations: a) that the number of interviewees in each of the occupational areas was 32 in machining and 31 in secretarial/office and b) that all the interviews were conducted in the greater San Francisco Bay Area; some definite patterns did emerge in the responses, comments and self-designated characteristics of the interview subjects.

SHARED CHARACTERISTICS: MEN AND WOMEN

There were some characteristics which were shared by women machinists and male secretary/office workers alike. They include:

- **Expression of challenge, satisfaction, enthusiasm, and pleasure in their work.** Descriptions of looking forward to coming to work, to doing the next task. Anticipation of new tasks and learning new skills.
- **Awareness of their high visibility** in the work setting and the sense of being an "interloper" in a "man's/woman's world". Statements that more may be expected of them, or that their work performance may be more closely monitored because of their high visibility.
- **Sense of product completion.** Expressed pleasure in the finished product whether a stack of typed letters or several thousand metal parts. A real pride in accomplished tasks.
- **Choice of occupation made as an adult.** Had not planned to be a machinist/secretary while in high school or college. Often considered or learned about the field after being in the work force for a few years.
- **Comfort with sexual identity.** Recognized the potential pressure on one's femininity/masculinity in working in nontraditional occupations and expressed ability and various methods of coping with these pressures.
- **Recognition that they may work harder** than their co-workers of the other sex. One woman machinist described it succinctly, **"In order to be accepted, you have to be better!"**
- **Recognition that they must make conscious efforts to be accepted** by co-workers. Acceptance is not automatic if one does a good job.

When looking at these characteristics, one must consider the *pioneering* aspects of the experiences of these men and women. Many were the first man/woman at their shop, department, school, shift, etc. They described some loneliness and uncertainty, but they also expressed the desire to succeed in their chosen field. The people interviewed remained and succeeded; most had been in the field for five or more years. Some were motivated to help others; for example, one woman machinist said, **"It's important for me to do well, so other women can enter the trade."** Others were motivated because they were **"Doing what I like to do."** (A Male Stenographer) Their experiences raise the question — are these characteristics primarily ones of *pioneers* and will some of these characteristics change as nontraditional work becomes more accepted and more commonplace?

We also recognize a limitation of the project results in that there was neither a survey nor structured interviews of traditional students/workers in the two fields which would provide interesting comparative data. Therefore, some of the characteristics may also be applicable to traditional employees.

SPECIAL CONSIDERATIONS: MEN

Much research has been completed regarding women in nontraditional careers; however, because there is a lack of information available regarding men in nontraditional occupations, we wish to share some additional observations regarding men in secretarial/office work:

- **They described specific goals and long-range plans.** They were highly motivated. They saw secretarial/office work as a means of achieving their goals, a way to *move up the ladder* or to *get into* a company. The following quotes from male secretaries illustrate their goal orientation:

  "I planned to be a training director in five years. Well, here I am, two years ahead of my plan." (Former secretary)

  "The Vice President started as a mail clerk. I can make it too."

  "If I make my boss look good, he will remember and help me to advance."

  "I dress for work so that I am seen by others as the supervisor I want to become."

- **They directly confronted the issue of low pay** in the office occupations. They stated that the money was there if you plan for it.

  Some investigated which companies paid better wages and actively pursued jobs in these companies only.

  Some researched companies' policies regarding promotions and wages before accepting a position. They viewed the starting salary in relation to the long term salary and advancement potential.

  Some took additional classes in shorthand, word processing, machine transcription to increase their earning power.

  Some became active in union and professional organizations' efforts to raise salary levels.

- **They described themselves as "fitting" their jobs,** doing what they like to do; described preferences for neatness, organization, and systems.
- **They described "liking people";** expressed pleasure in being helpful to their boss, co-workers, clients, public, etc.
- **They liked being busy and productive;** expressed displeasure at jobs with a lot of *dead time.*
- **They described themselves as conscientious** about their work and desirous of doing *a good job.*

It is interesting to note that a higher percentage of men than women responded to invitations by letter to use counseling services. One letter was sent following a recruitment workshop; another was mailed at the beginning of each semester to newly-enrolled nontraditional students.

A WORD ABOUT "SUCCESS"

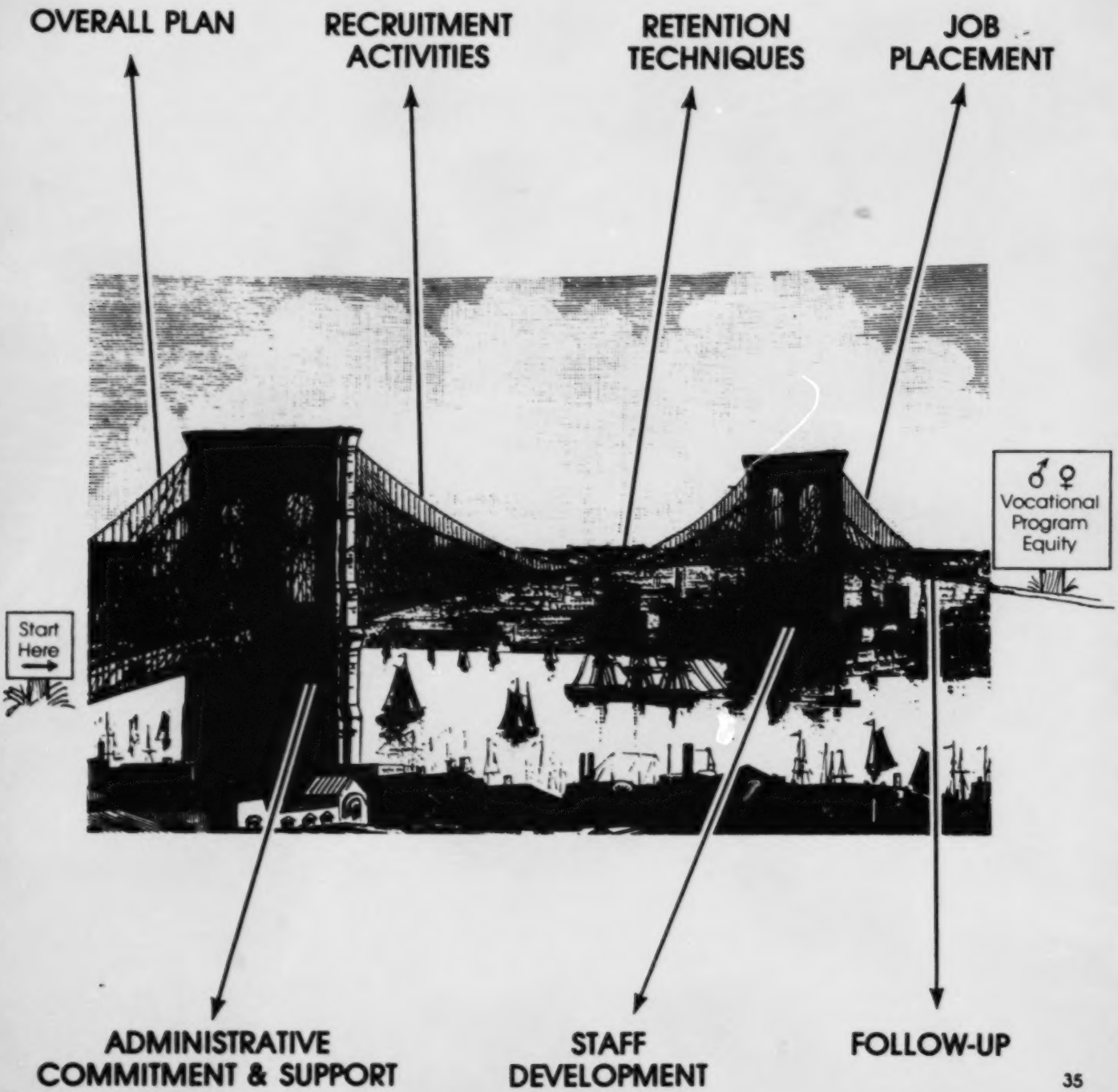
The implementation of a successful nontraditional recruitment, retention, and job placement plan requires time, effort, and commitment. Many of the barriers perceived by the project participants and the notion of sex-linked occupations will not disappear quickly. The activities suggested in this guide are visible endeavors to begin the needed change process.

At this time *success* can be measured most readily by increased enrollments of nontraditional students. In addition, *success* can be ascribed if: 1.) students are being made aware of nontraditional career options, 2.) information about nontraditional work is accessible, 3.) counselors and instructors are knowledgeable and supportive of the needs of nontraditional students, and 4.) a system of support services and job placement assistance is provided specifically for nontraditional students. During this project, it was clear that many efforts at California community colleges can be viewed as *successful* in these broader terms. The programs and flyers in the Exhibits Section demonstrate a variety of approaches.

The activities suggested in this guide can help community colleges to successfully *bridge the gap* and achieve equity for men and women in vocational programs. The enthusiastic advice of a woman who has been a machinist for ten years can inspire us all, **"Go for it! It's worth it!"**

"BRIDGING THE GAP"

A SUMMARY MODEL FOR NONTRADITIONAL PROGRAMS



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EXHIBITS

LIST OF EXHIBITS

Flyers/brochures describing counseling and services/programs for nontraditional occupations ..... 41 - 49

Flyer — "Job Information Day" 51

Flyers/brochures describing "Hands-On" workshops and classes ..... 53 - 61

Newspaper articles featuring nontraditional role models 63, 65

Sample of nontraditional role model used in catalog 67

Flyers for workshops ..... 69 - 73

Letters to nontraditional students/workshop participants 75, 77

Introducing

WORK ♂PTI♀NS

a new program which assists **men and women**

to explore and to learn about the increasing opportunities in career fields which traditionally were held by one sex and are now open to all.

SERVICES include:

- CAREER COUNSELING
- LABOR MARKET, TRAINING AND APPRENTICESHIP INFORMATION
- COUNSELING SUPPORT AND INFORMATION ABOUT CHANGING WORK ROLES
- WORK SITE VISITS
- PRE-EMPLOYMENT PREPARATION
- JOB PLACEMENT ASSISTANCE

CALL 485-9380 FOR PROGRAM INFORMATION
CALL 485-9430 FOR COUNSELING APPOINTMENT

COORDINATOR: Judy Chapman
COUNSELOR: Kathy Campbell

STUDENT SERVICES BUILDING

Counseling Department COLLEGE OF MARIN

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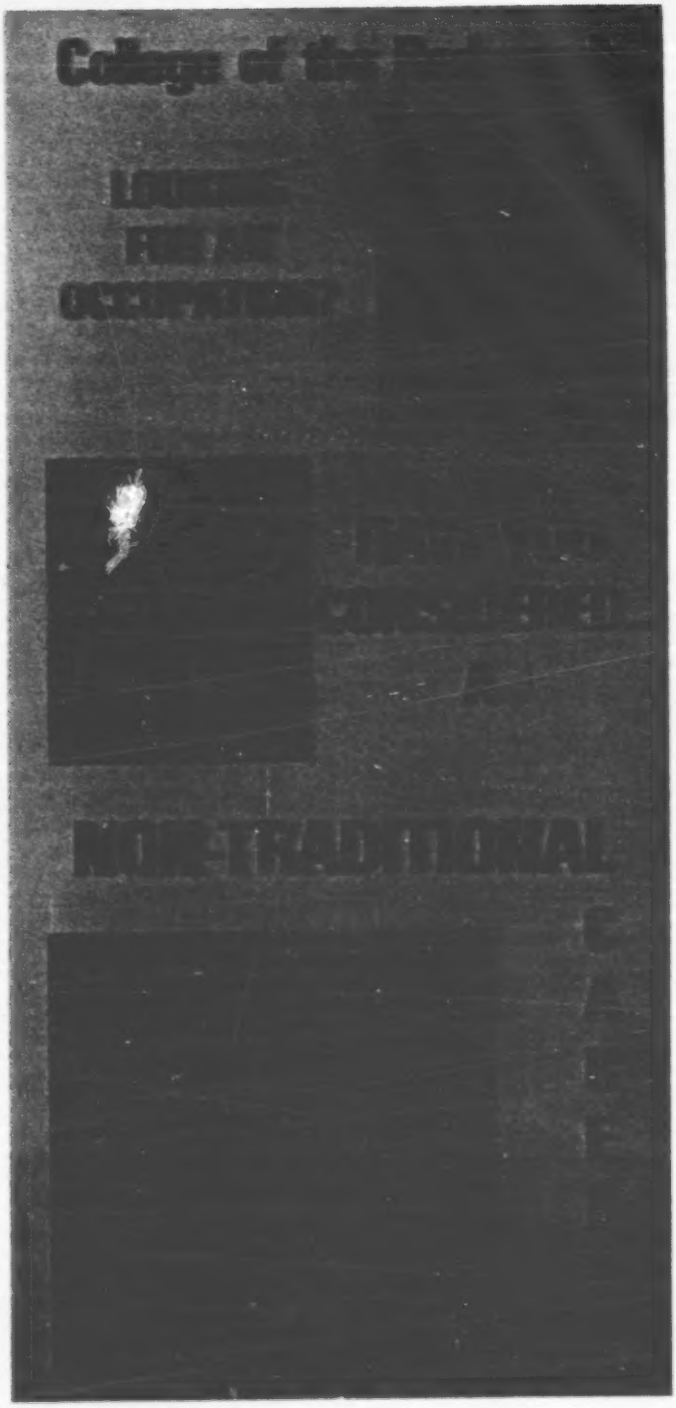

Remember . . .

the jobs you were supposed to grow up to do, like women being secretaries, teachers or nurses; and men being mechanics, carpenters, or truck drivers. In fact, you may already be working toward one of those objectives . . . but, TIMES HAVE CHANGED! Sex stereotyping is OUT. Considering all your options is in!

Today women and men are preparing for a wide variety of exciting occupations previously labeled "women's work", or "men's work." The future is bright for pioneering men and women who prepare to enter non-traditional fields.

What are some non-traditional options?

Here are just a few of the non-traditional work fields you can prepare for at the College of the Redwoods:

Female Non-Traditional

Aeronautics
Agriculture
Automotive Technology
Computer Programming
Construction Technology
Data Processing
Drafting Technology
Diesel Technology
Electronics Technology
Emergency Medical Technology
Fire Science
Forestry
Machine Tool Technology
Mill Maintenance
Outdoor Recreation
Police Science
Small Engine Technology
Truck Driving
Welding Technology

Male Non-Traditional

Court Reporting
Dental Assisting
Early Childhood Education Management
Early Childhood Teaching
Family Life Education
Infant Care
Licensed Vocational Nursing
Registered Nursing
Medical Assisting
Primary Care Associate
Secretarial-General
Secretarial-Legal
Teacher Aide
Typist-Clerk
Word Processing

NON-TRADITIONAL EMPLOYMENT (JOBS HISTORICALLY HELD BY ONE SEX AND NOW OPEN TO ALL) INCREASES CAREER OPTIONS FOR BOTH MEN AND WOMEN.

THIS SPRING, COLLEGE OF MARIN OFFERS TWO CLASSES WITH EMPHASIS ON NON-TRADITIONAL CAREERS. ENROLL NOW !

For those choosing or changing careers:

Counseling 56, Career/Life Planning
Tues., 10-12 (Feb. 2 - March 23), 1 unit
Instructor: Judy Chapman, Work Options Program

For those actively seeking employment:

Counseling 57, Job Finding Techniques
Tues., 1-4 (Mar. 2 - Apr. 20), 1 unit
Instructor: Kathy Campbell, Work Options Program

For Information Call 485-9380

COLLEGE OF MARIN

Counseling Department

YOUR JOB IS YOUR LIFE. . . CHOOSE IT WISELY

The decade of the 1980s may well be one of the most exciting times in the history of the United States as technology advances, the universe expands, leisure time is more available to more people and you, the El Camino College student, go to work.

What type of work you do and where you do it will make all the difference in your life style. Choose that job wisely. It means your future.

Look at the alternatives suggested by a non-traditional job. Most men in the United States work in occupations which employ few women and many women work in jobs which employ few men.

Don't let preconceived notions keep you from achieving your personal success.

For both men and women, it's vital to consider that enjoyment is necessary if you are going to succeed in your job. And for the woman who enjoys auto mechanics, the door to success is open. For the man who has a real interest in word processing, the career field is unlimited.

Investigate all of the job opportunities.

Jobs for Women

- Operating Engineer
- Automotive Service
- Appliance Repair
- Management Training
- Business

Jobs for Men

- Word Processing
- Nursing
- Clothing and Textiles
- Secretarial
- Medical Technology

The most satisfying job, the one that offers you the best chance for good pay and advancement, may be a non-traditional job. Don't let your sex stop you from considering any career.

[illegible] BAY BUSINESSES AND INDUSTRIES

[illegible] ON EL CAMINO FOR SECRETARIES

Secretarial career education is necessary for future positions in area businesses and industries, particularly in these fields:

- Aerospace
- Law
- Manufacturing
- Purchasing
- Insurance
- Sales
- Real Estate
- Banking
- Public Utilities
- Retail Stores
- Government

EL CAMINO COLLEGE
SECRETARIAL COURSES

Shorthand	Word Processing
Typing	Office Procedures
Effective Business English	Bookkeeping
Business Communications	Career Orientation

Human Relations in Business

[illegible] office [illegible]

[illegible] skill [illegible] sergers as secretaries.

Certificate of Competence

El Camino College awards a Certificate of Competence to the student who completes a prescribed set of courses in a specialized [illegible] with a grade average of [illegible].

Employers recognize this certificate as proof that the student has achieved a high degree of proficiency.

COLLEGE OF MARIN

JOB INFORMATION DAY

MAY 4, 1982

10:30am-3:00pm

College Center

Meet with various employers from the community and discuss jobs, career opportunities, new career fields, part-time and summer work experience.
Talk with representatives from
Banks • Businesses • Government • Hospitals • Retail

including:

- Bank of Marin
- California Highway Patrol
- Golden Gate Bridge, Hwy. & Trans.
- The Fair, Issac Companies
- Kentfield Medical Hospital
- Kaiser Permanente Medical Center
- Kelly Services
- Marin General Hospital
- Micro-Pro International
- P.G. & E.
- County of Marin
- Macy's
- Pacific Telephone
- Safeway Stores, Inc.
- United Parcel Service
- University of California SF
- Marin Suburban News
- IBM
- U.S. Postal Service
- California Personnel Board
- Bechtel Power Company
- Summer Youth Employment Programs

For more information call Job Placement Center at 485-9410

Job Placement Center

Counseling Department

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FOR BETTER CAREER OPPORTUNITIES AND
INCREASED EARNING POTENTIAL CONSIDER

EXPLORING CAREERS IN TECHNOLOGY

NON-TRADITIONAL CAREERS FOR WOMEN

A free workshop for persons

- **Entering or re-entering the labor market**
- **Wanting to change careers**

- **Construction and Architecture Technologies**
- **Apprenticeships**
- **Engineering Technology**
- **Electronic Technology**
- **Computer Science**
- **Machine Technology**
- **Air Conditioning/Refrigeration**
- **Geologic Technology**

A six-week career exploration workshop offering a "hands on" introduction to eight on-campus programs.

WEDNESDAYS, APRIL 14 - MAY 19

4:00 p.m. - 7:00 p.m.

Library Conference Room

Instructor: Juanita Chou

Students will register at the first class session and earn 1 unit of college credit in Career Development 150.

For further information or to pre-enroll call 685-1230, ext. 474 or ext. 439.

A Gender Equity Program

Diablo Valley College

SUGGESTED FORMAT FOR PRESENTATIONS

Instructors of each technical area will be asked to cover the following topics:

1. The Field	What does it involve? What are the tools of the trade? What type of work environment might one expect to find? What types of positions are available in the field? What might one do after completing the DVC program?
2. The Program	What are the components of the program at DVC? How much time is required? What is the cost?
3. The Prerequisites	What is required before entering the program?
4. The Opportunities	Where are technicians employed? What are the current placement possibilities? Can the DVC program lead to a four-year degree in a related field?
5. The Salary	What is the pay range? Where can a DVC graduate expect to start?

*USED FOR "EXPLORING CAREERS IN TECHNOLOGY" AT DIABLO VALLEY COLLEGE.

Blue Collar Opportunities for Women

(Get ahead in a hardhat)

photo by Linda Thacker

A six week program for women interested in the trades

College of Marin
Women's Program

The Program

photo by Linda Thacker

The Women's Program at the College of Marin is offering a program to assist women interested in entering the trades. This program is made available through a grant provided by the State Department of Education, Department of Vocational Education. Counseling, tutoring and career information services will be provided as part of the program. Two six-week introductory courses will be offered on a once-a-week basis. The courses will provide an overview on Apprenticeships and blue collar work.

College of Marin
Women's Program
485-9641

Two Six-Week Programs

I. Saturdays, 9:00 A.M. - 1:00 P.M.
July 18 - August 22

Manzanita Center - Marin City

II. Saturdays, 9:00 A.M. - 1:00 P.M.
September 12 - October 17

College of Marin - Kentfield

What You Will Learn?

- Information about various trades
- The in's and out's of Apprenticeship
- Local training resources
- Safety and survival techniques
- Tool recognition and how to use them
- Strengths and skills necessary for success

Instructor: CRIS SKIDMORE, tradeswoman; instructor, John O'Conell Community College Center; Chair, Tradeswomen, Inc.
and
Guest Speakers: 12 women in blue collar work

Support Services

- Ongoing counseling for course participants
- Tutoring
- Childcare referrals
- Placement for training
- Campus and community resources

How To Apply

If you are interested in the program please call Gail Mason at 485-9641. An appointment will be made with you to answer any questions or concerns you may have and to sign up for the course.

College of the Redwoods
Fall Quarter 1982

Introduction to Women/Men in Vo Tech

Open to both women and men who are interested in exploring technical occupations.

This course will help you explore career opportunities in the vocational technical field. Find out what is involved in various vocational careers and how the vocational programs at College of the Redwoods can help prepare you for employment in your chosen field.

TTh 3-6 p.m.
4 units
No fee

After an orientation session, a different vocational area will be presented each week. Where possible, hands on experience will be provided. Career planning, guidance and counseling will be covered during the last week of the course. Vocational areas which will be presented are:

- **Electronics**
- **Agriculture**
- **Plant Science**
- **Machine Tool Technology**
- **Diesel Heavy Equipment Technology**
- **Construction Technology**
- **Drafting Technology**
- **Forestry**
- **Auto Technology**
- **Child Development**

For more information, call 443-8411, Ext. 600.
Register September 16 & 17 during General Registration at College of the Redwoods main campus.

Open Courses

Unless specifically exempted by statute, every course, course section or class, the average daily attendance of which is to be reported for state aid, wherever offered and maintained by the district, shall be fully open to enrollment and participation by any person who has been admitted to the college and who meets such prerequisites as may be established pursuant to Chapter II, Division 7, Part VI, Title 5 of the California Administrative Code, commencing with Section 51870.

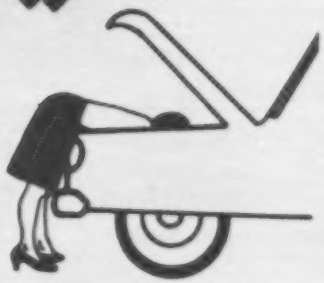
Public Notice - Non-Discrimination

As required by California law (A.B. 803 & Title 5 of the California Administrative Code), and Federal laws (Title VI and VII, as amended, of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973), College of the Redwoods guarantees that no person shall be subjected to discrimination on the basis of ethnic group identification, religion, age, sex, color, or physical or mental handicap under any of its programs or activities. The College also affirms that it is an Equal Opportunity/Affirmative Action Employer. Mr. Thomas S. Hannah, Dean of Administrative Services, is the College Officer responsible for ensuring district compliance with these regulations. Inquiries concerning the application of the above Federal and State laws to programs or activities of the College may be directed to the following:

AB 803/Title IX/Title VI & VII - Dr. Marion Perry, Equal Opportunity Coordinator
(707) 443-8411, ext. 726/232

Section 504 - Mr. James Harrington, Director, Handicapped Students Program
(707) 443-8411, ext. 579

Look Into It!



Non-Profit Organization Permit No. 65 Woodland Hills, California

INDUSTRIAL ARTS 10

A Co-ed Class for Career Opportunities

Ticket #1263 Thursdays 1:00 — 2:00

Begins February 7, 1980

— No Prerequisites —

A fast paced, informal class to discover the career choices in:

- Auto Service
- Construction
- Drafting
- Quality Control
- Metal Machining
- Numerical Control
- Tool and Die
- Welding

Project SEEK is dedicated to students who may want to explore non-traditional careers.

SEEK

Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371

The Los Angeles Community College District is committed to equal opportunity and will not discriminate on the basis of race, color, national origin, ancestry, religion, creed, sex, age, handicap, marital status, sexual orientation or veteran status in its employment or educational programs and activities. Direct inquiries to the Affirmative Action Office 626/710 Ext. 315

SEEK

Los Angeles Education Resources

Exciting things are happening to make life more interesting for more rewarding, too! This brochure has been designed to start you thinking about yourself in a new way. We have included a brief summary of the laws which are helping people find the right career for them, as an individual. We have also included a list of steps that will lead you along the path to success.

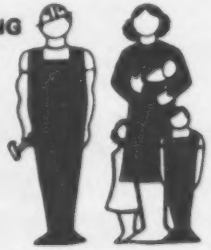
- Agriculture
- Computer Technology
- Electronics
- Industrial Education
- Word Processing

SEX EQUITY

Definitions for New Choices

EQUITY Justice according to natural law or right; specifically freedom from bias or favoritism.

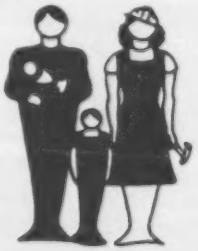
SEX STEREOTYPING Attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.



SEX DISCRIMINATION Any action which limits or denies a person or group of persons opportunities, privileges, roles or rewards on the basis of their sex.

SEX AFFIRMATIVE Programs, policies, or procedures designed to increase opportunities for all under-represented groups in an attempt to overcome the effects of sex discrimination.

NON-TRADITIONAL OCCUPATIONS /PROGRAMS



Those occupations or programs which have previously been limited to one sex or in which there is usually less than 20 percent of one sex employed or enrolled.

Pierce College is committed to assisting all students to advance toward their educational goals. We encourage each one of you to search broadly for your personal fulfillment, including those occupational areas which you would have traditionally not considered. Fortunately, many previous restrictions of opportunity and attitude are diminishing, and the world lies before you. Pierce can help. Please let us.

President
Los Angeles Pierce College

LAWS TO HELP STUDENTS

TITLE IX

Congress passed Title IX of the Educational Amendments in 1972. Sex discrimination is prohibited in Federally assisted education programs. Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participations in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

TITLE II

Title II of the Education Amendments of 1976 is Federal Legislation regarding vocational education. One of the purposes is to help all students receive the job training needed to become financially secure. Part of the law is:

To develop and carry out programs of Vocational Education within each state so as to overcome sex discrimination and sex stereotyping in Vocational Education programs, and thereby furnish equal educational opportunities in Vocational Education to persons of both sexes.

Steps..to...Success

ADMISSION AT PIERCE COLLEGE... This is your first step. The people to guide you will be found in the Administration Building. You may call the Admissions Office at 347-0551 x 204 for information.

COUNSELING... This step insures that you are off to a good start. There are lots of good people to help you.

What classes do I need?
What career is best for me?
Can I transfer to a university?
Where should I start?
How long will the course take?
What income can I expect?

TRY IT. YOU'LL LIKE IT!!! SEE A COUNSELOR IN THE ADMIN. BLDG.

WHAT WILL IT COST... There is no tuition for California residents. Students must purchase books and there may be a small supply fee for some classes. The FINANCIAL AID OFFICE is in Bungalow 17. Don't let the lack of funds keep you from starting. You'll be amazed at the help that is available.

SUPPORT FOR NON-TRADITIONAL STUDENTS... You bet! Whatever the problem...or to find a friendly place on campus, come to Bungalow 19 or call Carol Rookstool at Ext. 452 for any assistance you may need.

SERVICES AVAILABLE...

Work Experience Credit
Scholarships
Career Counseling
Math Anxiety Workshops
Job Placement/Summer Jobs
Special Classes for Beginners
Advanced Classes for Opportunities
Discussion/Support Groups
Speakers/Successful Professionals
Field Trips/Business Contacts

Good luck on your trip! Here is one of your options

INDUSTRIAL EDUCATION

Project SEEK is looking for students who are interested in a career in one of the following Industrial Education fields:

- **AUTOMOTIVE SERVICE TECHNOLOGY** — Come on! It's time we got under our cars and found out more about the machines that get us to and from work.
- **CONSTRUCTION TECHNOLOGY** — A woman's house is her castle...especially if she has a hand in building it.
- **DRAFTING** — Sharpen your pencils and get ready for an exciting, rewarding and challenging career.
- **QUALITY CONTROL** — Precision and organizational skills pay off here!
- **MACHINE SHOP TECHNOLOGY** — If you don't think power driven machines are an important part of industry, ask Rosy the Riveter...or call Project SEEK at 347-0551 Ext. 453.
- **NUMERICAL CONTROL** — A simple example of this process is the punched paper roll in a player piano. But it gets much more interesting when it involves high powered machine tools.
- **TOOL AND DIE** — Learn about the art of producing quality precision parts.
- **WELDING** — If you join Project SEEK, you can join just about anything...anything made of metal that is.

The most important point to be made here is that Industrial Education is for everyone. It makes no difference if you are male or female. Everyone wants to have a well paying job and be in a profession in which there is a high demand for qualified workers. We can prepare you for those jobs. Find out more by contacting:

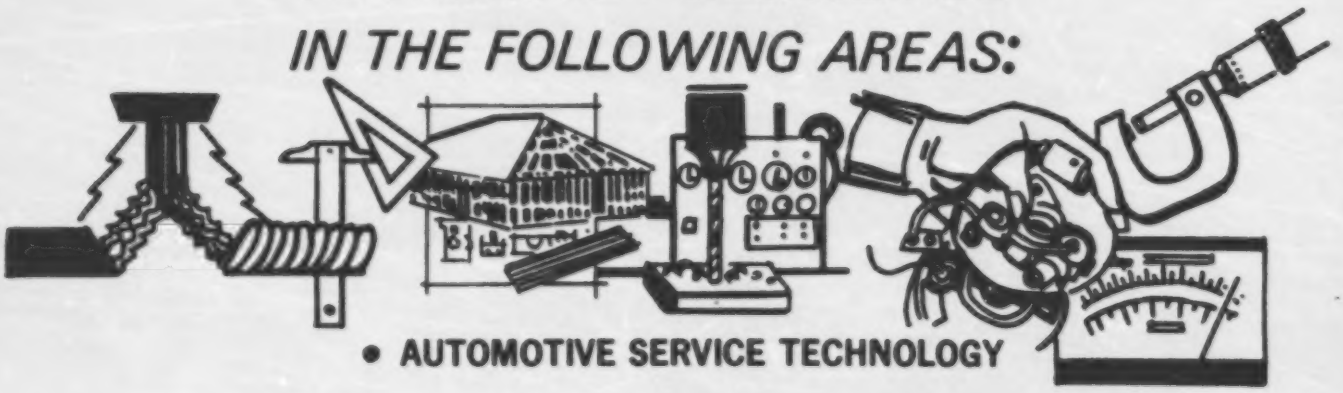
Industrial Education Department Chair
Robert Munsey Ext. 362
SEEK Counselor: Eileen Sheff Ext. 444
SEEK Director: Carol Rookstool Ext. 453

SEEK

WANT TO TAKE CLASSES THAT WILL HELP YOU GET A JOB AND A DECENT SALARY RIGHT AFTER GRADUATION?

INDUSTRIAL ARTS 10

A GOOD PLACE FOR MEN AND WOMEN WHO LIKE VARIETY TO EXPLORE POSSIBILITIES IN THE FOLLOWING AREAS:



- **AUTOMOTIVE SERVICE TECHNOLOGY**
- **DRAFTING • ARCHITECTURE • INDUSTRIAL ARTS**
- **NUMERICAL CONTROL • MACHINE SHOP TECHNOLOGY**
- **QUALITY CONTROL • WELDING • WOODWORKING**

- **NO EXPERIENCE NECESSARY**
- **OFFERED EVERY SEMESTER**
- **DAY AND EVENING CLASSES AVAILABLE**
- **SIGN UP EARLY-CLASSES FILL UP FAST**

FOR MORE INFORMATION CONTACT: MR. MUNSEY, CHAIRMAN

INDUSTRIAL EDUCATION DEPARTMENT GENERAL METALS LABORATORY

347-0551, EXT. 362

NON DISCRIMINATION POLICY

The Los Angeles Community College District, in compliance with civil rights legislation, does not discriminate on the basis of race, color, national origin, ancestry, religion, creed, sex, age, handicap, marital status, sexual orientation, or veteran status in its employment or educational programs and activities. Direct inquiries to the District Office of Governmental Affairs, (213) 638-1780, Extension 319.

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Machines don't faze this woman

"The machine trade is a wide-open field for women" according to Sara Garneau.

Machines may be huge, she acknowledges. But many are power-controlled and women are apt to possess a manual dexterity that compensates for lesser strength. They can also learn the necessary mathematical skills, she adds.

Ms. Garneau is the only woman in a class along with 18 men currently enrolled in the machine and metals technology program at the College of Marin. She says that her experience with patterns in home sewing has been helpful in envisioning the steps needed to complete a particular job.

"AND IF SOMETHING is too heavy, I don't mind asking for help," she smiles.

Ms. Garneau, divorced and the mother of a 7-year-old son and 14-year-old daughter, lives in Fairfax. She was motivated to begin the two-year College of Marin program a year ago last August.

Her instructor, Ray Moitoza, says jobs are just about guaranteed to successful graduates. A critical shortage of machinists and tool and diemakers exists today and salaries for journeymen machinists run between $12,000 and $22,000 a year.

Ms. Garneau is already earning pocket money as a laboratory assistant this year.

The College of Marin program, which has been in existence for 11 years offers expert instruction and fine equipment. In order to encourage more women to consider this non-traditional career, the College of Marin counseling department is offering a free workshop from 1 to 3 p.m. Thursday in Dickson Hall, College of Marin, Kentfield.

Women who attend will learn about the kind of work a machinists does, the skills that are required, and the opportunities for employment.

SPEAKERS INCLUDE Judi Epstein, owner of Autoconics Machine Works, San Leandro; George Bligh, fabrication shop manager at Hewlett Packard, Santa Rosa; and College of Marin instructor Moitoza. Sara Garneau will be in the machine shop when participants can see machines demonstrated and ask questions.

IJ photo/Tom Strickland

Sara Garneau operates the engine lathe

This workshop is the first of a dual program designed to introduce both men and women to the opportunities in pursuing non-traditional careers. A workshop for men who wish to learn about clerical careers is scheduled Feb. 4.

For more information call 485-9380.

Independent Journal Wednesday, February 3, 1982

Men can be secretaries, too

IJ photo/Tom Stoddard

John Fagereng, PG&E clerical worker
Versatility gets a foot in the door

By Beth Ashley
IJ Living editor

From time immemorial, secretaries have been women. Cartoons have enshrined curvaceous female stenographers on the laps of their male bosses. No office manager ever summoned someone from the typing pool and expected — a man.

But John Fagereng, 42, has been a secretary for more than 20 years.

An employee of PG&E in San Rafael, John Fagereng types, files and prepares reports side-by-side with his female counterparts. For him, typing and shorthand have been the open *sesame* for two careers.

"When I was in Lower Lake High School in Lake County, I took a number of business courses, including typing. Four of us boys tried to tackle shorthand, and all four of us got a D or an F. I got an F."

His shorthand teacher, however, volunteered to expunge the failing grade if Fagereng would come to his home once a week during the summer and perfect his skills. Encouraged, Fagereng enrolled in a more advanced class the following year.

When he joined the Navy after graduation, Fagereng listed his skills and was assigned to clerical duties with the submarine service.

Aboard ship "I typed everything including the daily menus," he remembers.

In 20 years on active duty, he kept pay, health and service records for his fellow seamen, and in between assignments on nuclear and conventional subs, worked as a stenographer and secretary for staff admirals. He kept records of evidence and testimony in "big investigations — the sinking of a minesweeper, the loss of an airplane."

Other Navy stenographers got glamor assignments with the Joint Chiefs of Staff or in the Pentagon, or accompanying the Secretary of State to Iron Curtain countries.

When Senior Chief Petty Officer Fagereng became a civilian again, he worked for five years as a clerk with the municipal court in Santa Rosa, and now works in the marketing department for PG&E.

"No matter what job you're looking for, knowing typing and shorthand will help you every time," says Fagereng. "If you're versatile you can gmt a foot in the door, and start working your way up. The competition is pretty strong for some of the jobs here, and PG&E likes to promote from within."

Many men, he concedes, avoid secretarial work because of low pay. But he feels it's the ticket to opportunity, the prelude to advancement.

For that reason, he will participate in an office skills career seminar for men Thursday from 7 to 9 p.m. at the Business Skills Center of the College of Marin.

The job outlook in office occupations is excellent, according to Brian Wilson, coordinator of the Business Skills Center. He has lined up prospective employers for the seminar from a San Francisco temporary personnel service, from the County of Marin and from Fireman's Fund.

Fagereng will give the employee's point of viewm as will Jeff Krejbisck, a senior rate and divisions clerk for Southern Pacific, and Larry Lewis, assistant director of personnel at Hyatt on Union Square.

The seminar is sponsored by Work Options and seeks to increase opportunities in non-traditional careers for both men and women.

Information is available at [illegible].

Two-Year Career Programs

MEN:

CONSIDER

OPPORTUNITIES

IN OFFICE CAREERS !

The job outlook in office occupations is excellent. There is a demand for word processing operators, administrative assistants, accounting clerks, stenographers, typists, bookkeepers, etc. Positions are available in a wide variety of work settings with advancement potential.

Learn more! You are invited to an evening workshop:

THURSDAY, FEBRUARY 4th, 7-9:00 P.M.
BUSINESS SKILLS CENTER, ROOM 104

This workshop will feature **employers** who will discuss job opportunities:

- ★ Certified Flexstaff Temporary Personnel Service, S.F.
- ★ County of Marin, Affirmative Action Office
- ★ Fireman's Fund, Personnel Department, San Marin

And **experienced office personnel** who will describe their work:

- ★ John Fagereng, Utility Clerk-Steno, PG&E
- ★ Jeff Krupnick, Senior Rate and Divisions Clerk, Southern Pacific Transportation Co.
- ★ Larry Lewis, Assistant Director of Personnel, Hyatt on Union Square

There will be a demonstration of word processing equipment by Brian Wilson, Instructor, Coordinator of Business Skills Center, COM.

Time will be provided for questions. Information packets will be given.

EVERYONE WELCOME !

Sponsored by Work Options, a project to increase career opportunities for men and women.
For information, telephone 485-9380.

COLLEGE OF MARIN Counseling Department

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WOMEN: CONSIDER MACHINING CAREERS!

Today, because of the nation's need for skilled workers and because of women's expanded participation in the labor force, employers are actively recruiting women for the trades. There's an increasing and steady demand for skilled machinists. The average earnings for machinists are $1,800 per month. Machinist training is available at COM.

YOU ARE INVITED TO A WORKSHOP TO LEARN MORE ABOUT MACHINING.

- What does a machinist do?
- What skills are required?
- What are the opportunities for advancement?

GUEST SPEAKERS:

- Judi Epstein, Owner, Autoconics Machine Works, San Leandro
- George Bligh, Fabrication Shop Manager, Hewlett Packard, Santa Rosa
- Ray Meitoza, Machine and Metals Technology Instructor, COM

MOVIE: "Anything You Want To Be"

DEMONSTRATION: Various power driven and numerically controlled machines.

Time will be provided for questions. Information packets will be given.

DECEMBER 3, 1981 1:00 - 3:00 PM DICKSON HALL, ROOM 111

Sponsored by WORK OPTIONS, a project to increase career opportunities for men and women. For information, telephone 485-9380.

Counseling Department COLLEGE OF MARIN

SEXUAL HARASSMENT

A WORK ISSUE OF TODAY

Sexual harassment is an issue of concern for both **men** and **women**, **employers** and **employees**. It has been termed a systemic problem in the American work environment.

This **evening workshop** will explore:

- the definition of sexual harassment
- the law and recent court decisions
- the sociological impact of rapidly changing sex roles
- the personal confusion and resentment which results when once acceptable behavior becomes inappropriate.

"The Workplace Hustle" a film which won awards in the 1980 San Francisco and New York film festivals will be shown.

WORKSHOP LEADERS: **Constance Bernstein M.A.**
Communications Consultant
Mary Fuller Ph.D.
Corporate Consultant, Author

DATE: JUNE 3, 1981
TIME: 7 to 10 P.M.

PLACE: Fusselman Hall, 120
INFORMATION: Phone 485-9432

EVERYONE WELCOME! NO FEE

Counseling Department COLLEGE OF MARIN

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COLLEGE OF MARIN

December 7, 1981

Dear Workshop Participant:

I hope you enjoyed the workshop, "Women: Consider Machining Careers," and found the presentations and tour to be informative.

If you need help in registering at College of Marin, or need information regarding machining careers or any non-traditional career, please contact me.

You may call me or make an appointment at 485-9380. My card is enclosed.

I hope to hear from you soon.

Sincerely,

Kathryn Campbell
Counselor, Work Options

KC/peb

Enclosure

KENTFIELD
CALIFORNIA 94904
TEL (415) 457-8811

COLLEGE OF MARIN

October 27, 1981

I am writing to introduce myself and a new program which may be of interest to you. My name is Kathy Campbell and I am a career counselor with Work Options, a program assisting both men and women interested in careers or enrolled in vocational classes which are considered "non-traditional" because, in the past, they have been associated with one sex.

Work Options is providing a number of services such as career counseling, counseling support, and information about changing work roles, work site visits, pre-employment preparation, and job placement assistance. A program flyer is enclosed.

As a student enrolled in a non-traditional class you are invited to use any of our services. There is no fee. Even if you are not in need of services at this time, I would very much like to meet and talk with you to discuss your experiences as a non-traditional student. Please call 485-9430 for an appointment.

I hope to talk with you soon.

Sincerely,

Kathryn Campbell
Counselor

KC/peb

KENTFIELD
CALIFORNIA 94904
TEL (415) 457-8811

APPENDIX

SURVEY OF INSTRUCTORS
REGARDING WOMEN
IN
MACHINE METALS TECHNOLOGY/MACHINE SHOP PROGRAMS

You are aware of the intensive effort in the last few years to encourage men and women to enroll in vocational programs *non-traditional for their sex*. This survey elicits the knowledge acquired by instructors during this process. Your experience is critical to understand the barriers which exist today and to select the most effective methods of recruitment, retention, and placement in the future.

Survey results and recommendations for model approaches will be distributed throughout the state.

Thank you for taking the time to share your expertise.

RESPONDENT INFORMATION

1. Are you: *(Circle one number)*

Male 1
Female 2

2. Please indicate how long you have taught machine metals technology at the postsecondary level. *(Please circle the number corresponding to your answer.)*

1-5 Years 1
6-10 Years 2
11-15 Years 3
16-20 Years 4
21+ Years 5

PROGRAM INFORMATION

3. In your years of teaching experience, how many women would you estimate have enrolled in your machine metals classes? *(Please circle the number corresponding to your answer.)*

0 1
1-5 2
6-10 3
11-20 4
20+ 5

4. What percentage of women would you estimate are enrolled in machine metals technology at your college *this fall*? *(Please circle the number corresponding to your answer.)*

0-5% 1
6-10% 2
11-20% 3
21+% 4

5. Does your campus have a special program(s) to recruit and/or assist non-traditional students in: *(Circle number to indicate answer.)*

	Yes	*No*	*Don't Know*
a. Machine metals technology	1	2	3
b. Selected programs (e.g., women in electronics)	1	2	3
c. All vocational areas	1	2	3

If Yes, please describe program(s) and comment on effectiveness.

RECRUITMENT BARRIERS

6. Why do you think more women DO NOT ENROLL in machine metals technology programs? *(Please indicate your agreement or disagreement with the reasons listed below by circling one number on every line.)*

	Strongly Disagree	*Disagree*	*Don't Know*	*Agree*	*Strongly Agree*
Women do not enroll because . . .					
a. They lack information about:					
(1) salary	1	2	3	4	5
(2) their skills and/or interests	1	2	3	4	5
(3) job opportunities	1	2	3	4	5
(4) college vocational programs	1	2	3	4	5
b. They:					
(1) dislike this type of work	1	2	3	4	5
(2) are not seriously interested in working	1	2	3	4	5
c. They lack adequate confidence in:					
(1) their ability to learn required skills	1	2	3	4	5
(2) math skills	1	2	3	4	5
(3) technical background	1	2	3	4	5
(4) manual dexterity	1	2	3	4	5
(5) physical strength	1	2	3	4	5
d. They believe:					
(1) men are better suited to this job	1	2	3	4	5
(2) finding a job would be difficult	1	2	3	4	5
(3) competing on the job would be difficult	1	2	3	4	5
e. They fear negative reaction by:					
(1) other students	1	2	3	4	5
(2) instructors	1	2	3	4	5
(3) co-workers	1	2	3	4	5
(4) employers	1	2	3	4	5
f. They have been discouraged from selecting this career by:					
(1) family	1	2	3	4	5
(2) friends	1	2	3	4	5
(3) counselors	1	2	3	4	5
g. They lack experience in working with machinery and/or tools	1	2	3	4	5
h. They fear they could not support self and/or family on prevailing wages	1	2	3	4	5
i. They have never known a woman with this job	1	2	3	4	5
j. Other: _____					

RETENTION BARRIERS

7. When have you notices the largest number of withdrawals by women from machine metals classes? *(Please circle the number corresponding to your answer.)*

Register and don't show 1
After first class 2
Weeks 1-3 3
Weeks 4-6 4
After sixth week 5
Don't know 6

8. Why do you think women who have enrolled in machine metals technology programs *decide to withdraw*? *(Please indicate your agreement or disagreement with the reasons listed below by circling one number on every line.)*

	Strongly Disagree	*Disagree*	*Don't Know*	*Agree*	*Strongly Agree*
Women decide to withdraw because . . .					
a. they lacked adequate:					
(1) self-confidence	1	2	3	4	5
(2) math skills	1	2	3	4	5
(3) experience with machines	1	2	3	4	5
(4) technical knowledge	1	2	3	4	5
b. They may have felt:					
(1) out of place	1	2	3	4	5
(2) unaccepted by male students	1	2	3	4	5
(3) male students were favored	1	2	3	4	5
(4) opposition from family	1	2	3	4	5
(5) rejection by friends	1	2	3	4	5
c. They had no contact with women who:					
(1) completed the program	1	2	3	4	5
(2) taught classes	1	2	3	4	5
(3) worked in the field	1	2	3	4	5
d. They had inaccurate expectations	1	2	3	4	5
e. They disliked machining	1	2	3	4	5
f. Instructional material showed only males	1	2	3	4	5

g. Other: _____

PLACEMENT BARRIERS

9. Do women graduates from your program face difficulty finding employment in their field? *(Circle one.)*

Yes	*No*	*Don't Know*
1	2	3

10. If Yes, please indicate how you think the following considerations affect that situation? *(Circle one number next to each line.)*

	Strongly Disagree	*Disagree*	*Don't Know*	*Agree*	*Strongly Agree*
a. Employers reluctant to hire women	1	2	3	4	5
b. Women lack job seeking skills	1	2	3	4	5
c. Fewer jobs exist than applicants	1	2	3	4	5
d. Women lack friend/family network	1	2	3	4	5
e. Unions uncooperative	1	2	3	4	5
f. College placement service not adequate	1	2	3	4	5
g. Instructor not directly involved in placement	1	2	3	4	5
h. Other: _____					

COMMENTS:

11. Do you have any comments or observations about women in the field of machines metals technology? Do you have any particular experiences or incidents which you think will assist other instructors or colleges to recruit, retain and/or place more women in machine metals technology programs/careers? Please use the space below.

Thank you for taking the time to complete this survey. If you have any questions, telephone Judy Chapman (415) 485-9443. Please return this survey to Work Options, College of Marin, Kentfield, CA 94904.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

JUL 9 1982